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ABSTRACT

Video, textual, and audio components of the third module of a multi-media, introductory course on Human Services are presented. The module packages, developed at Miami-Dade Community College, deal with technology, social change, and problem dependencies. A video cassette script is first provided that explores the "traditional," "inner," and "other directed" character types identified by David Reisman in his work "The Lonely Crowd"; annotations describe the accompanying video frames. A chapter of the text, "Introduction to Human Services," is then presented. This chapter discusses the concept of change, the specialization resulting from technological advancements, and the impact this specialization has had upon: (1) the family structure, (2) the role of education, (3) the information explosion and mass media, and (4) the growth of surplus, underemployed populations with new needs for human services. This is followed by an audio script dealing with the cultural lag behind technological change and the concomitant problems of rising unemployment and the need to update--via human services practitioners--social/welfare institutions. Each component package is accompanied by a general description, a list of objectives, a multiple-choice quiz, topics for discussion, and an annotated bibliography. (JP)

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INTRODUCTION TO HUMAN SERVICES

CHAPTER III

VIDEO SCRIPT PACKAGE,

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EXAMPLE PACKAGE

INTRODUCTION TO HUMAN SERVICES

CHAPTER III

VIDEO SCRIPT PACKAGE

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REMEMBER TO ALSO SUBMIT THE FOLLOWING

1. VIDEO SCRIPT SUMMARY
2. CHAPTER CRITIQUE

INTRODUCTION TO HUMAN SERVICES 12-14-78
VIDEO (CASSETTE) SCRIPT
MODULE III HV3

This script is a supplement to the chapter in "INTRODUCTION TO HUMAN SERVICES" entitled: "The Impact of Technology on Society and the Individual".

Technology, Social Change, and Problem Dependencies

OPENING TITLE FRAMES

Music

1. STUDENT SELECTING MEAD'S BOOK FROM SHELF

2. CLOSE-UP: MEAD'S BOOK

3. COMPOSITE: MUSHROOM CLOUD AND FIRST MAN ON MOON

4. GLOBE WITH TV ANTENNAE

5. 747 AIRCRAFT

6. DRAWING OF CHILD AS PROFESSOR TEACHING ADULTS

7. CLOSE-UP OF "CHILD PROFESSOR"

8. PICUTRE OF COMPUTER

X Several years ago the late anthropologist Margaret Mead published a small volume entitled "Culture and Commitment." This book propounded the thesis that anyone over thirty was, for all practical purposes, X a stranger in a strange land. Those under that magical age had grown up with an acceptance of the possibility X of instantaneous atomic anihilation, and had seen the Jules Vern fantasies of space flight become relatively routine operations. X They had been born in a global village in which television had usurped the role of community gossip. X The ease of travel had destroyed the alure of distant places with strange sounding names. Those who lacked the means to travel could vicariously experience the shrinking world through the electronic wizardry of the new era. To cope effectively with this new environment, X Mead suggested that the strangers--those over 30--seek guidance from the under 30 natives. This generation, she contended, holds the X unique historical distinction of being the first in which parents must learn the culture from their off-spring.

While we may not yet be ready to accept Mead's prescription, X there can be little doubt regarding the vast

9. OLD PEOPLE, OBVIOUSLY AFFLUENT IN A LEISURELY ACTIVITY

10. PICTURE OF BUILDING BEING DEMOLISHED

11. CLOSE-UP OF BOOK "FUTURE SHOCK"

12. FAMILY SAYING GRACE BEFORE MEAL

13. FUTURISTIC CITY

14. LIBRARY SHELF DEPICTING BOOKS IN THE NATURAL SCIENCES

15. A BEWILDERED FACE LOOKING HEAVENWARD

16. PERSON PREPARING TO ENTER GATES OF FUTURE

changes that science and technology has wrought in our lives.[X] It has given us a life-span exceeding the Biblical promise of "three score TEN." It has provided the masses with more liesure and greater luxury than that afforded by immense wealth only a few decades ago.[X] But for all of its benefits it is extracting a heavy personal and social cost. For within the wake of the relentless advance of science and technology lies[X] what Alvin Tofler calls the world of permanence. When Tofler speaks of the "death of permanence," he is not just speaking of the physical aspects of life.[X] He is also speaking of values and beliefs; associations and relationships--all of those elements of culture that have provided answers to those questions regarding the purpose of life itself.

[X]Tofler sees society as just entering the future. The changes that we faced in the past will seem small indeed to those in prospect for the immediate future. [X]Tofler contends that the knowledge explosion has been such that the changes that will have to be absorbed within the space of a single life span will be equivalent to those experienced by all previous generations in this history of mankind.[X] And so rapid are the changes that no inhabitant on earth can say with any degree of confidence: "Thank God, I won't be around when <u>that</u> happens."

[X]If the future is <u>NOW</u>, as Tofler insists how prepared are we for its new demand; our personalities belong to the world that was. Few of us are intellectually or emotionally prepared for the world in which we actually abide.

17. TWO CHAIN LINKS CONNECTED AND LABELED: NEED, CHARACTER

18. SAME DRAWING, BUT LINKS SLIGHTLY SEPARATED

19. SAME DRAWING, WIDER GAP

20. REISMAN'S "THE LONELY CROWD"

21. TRADITION DIRECTED
INNER DIRECTED
OTHER DIRECTED

22. TRADITION DIRECTED

23. MEDIEVAL CASTLE

24. MEDIEVAL CHILD IN FIELD WITH FATHER

X Every mode of life produces a character appropriate to its needs. There is however, a time gap between the need and the appropriate character type. X In previous historical epochs both the need and the character type evolved almost simultaneously over relatively long periods of time. The pace of change, until recent times, was such that little dysfunctionalism was experienced as a result of those gaps that appeared between societal needs and character type.

X Such however, is not the case today. The rapid transformation of "past" to "future" has been far beyond the absorbtion capabilities of our collective personalities.

X To better understand our characterological dilemna, we need some familiarity with its historical evolution. David Reisman is his contemporary sociological classic THE LONELY CROWD sees three distinct epochs in Western history, with each of these epochs producing a character type appropriate to its needs. X The three character types are: tradition directed, inner directed, and the other directed.

X The tradition directed personality grew in response to the demands of the medieval world. It was thus the dominant character type for approximately 1,000 years.

X It was a direct reflection of the needs of society that was agrarian based, relatively static in technological sense, and politically localized. The chief agent of character formation was the extended family. X Since there was no expectation of significant change the child could adequately cope with the demands of his world by

absorbing the values and beliefs that had served the community well for centuries.

The erosion of this stable social order and the accompanying character was a process that consumed centuries X If we were forced to pick a date for the beginning of the process it would be 1095AD. X In that year, Europeans sent their first Crusading armies to the Middle East to wrest the Holy Land from the Ottoman Turks.

25. CALENDAR WITH DATE 1095 AD
26. PICTURE OF CRUSADER

X The Middle East abounded with such material richness that it must have dazzled the soldiers in the army of the Lord. X Wealthier heathens were attired in silks; the poorer in linens. While Christ's soldiers were offered a fare of salt pork, X the Islamic defenders were enjoying meats preserved with the most delicate spices, some from as far away as Cathay. X Indoor plumbing and fine soaps were among the lesser marvels the invader encountered. No doubt, the crusader's religious zeal was softened by the very abundance of the enemy. X No wonder that this great movement was a forebearer of the age of exploration and the subsequent Commerical Revolution. Both the Rennaisance and the Protestant Reformation were its heirs.

27. MAP SHOWING HOLY LAND

28. MEDIEVAL ARAB IN SPLENDID ATTIRE

29. MAP DEPICTING TRADE ROUTES TO CHINA

30. A CRUSADER, DRINKING AND SURROUNDED BY LUXURY

31. A SHIP OF COLUMBUS'TIME

The world of Tradition Directedness however, was not finally laid asunder X until the industrial revolution began to radically transform the old order. A major casualty of this Revolution was the extended family. X The industrial order required physical mobility--and an entourage that included the extended family would have been excessive baggage. X The new order required more

32. PICTURE OF EARLY STEAM ENGINE

33. EARLY RAILROAD IN ENGLAND

34. 18th CENTURY CLASSROOM

literacy and a greater understanding of science, and thus the school came to share a major role in the socialization of the child. The values of the past were hardly adequate for a world that science and technology were radically altering. No longer could a parent be assured that the child would simply replace the parent in an occupational pursuit. Vocational horizons were broadening rapidly. What then would guide a child through the turbulence of a world being remade?

35. 19th CENTURY FATHER AND SON

36. INNER DIRECTED

37. QUEEN ELIZABETH II

38. DRAWING OF A CHILD WITH A GYROSCOPE FOR A HEAD

The answer to this question is found in Reisman's Inner Directed Personality. The inner directed child was inculcated with a set of precepts--thought to be valid for all time--that would serve as a guide regardless of the locale or occupational pursuit that was selected. These internalized principles were likened to a gyroscope. As a gyroscope guides a great ocean liner, so the internalized principles of the inner-directed personality would guide him through life.

39. WORK + THRIFT + SELF-RELIANCE

40. WORK + THRIFT + SELF-RELIANCE = $UCCE$$

In the American experience these precepts were largely an extraction of the Protestant Ethic with its emphasis on work, thrift, and self-reliance. If one practiced these virtues, so it was believed, he would obtain success. If he failed in this objective the fault lay not with the values but within the individual himself.

41. 19th CENTURY FACTORY SCENE

These values were ideal for the revolution in production--for a society in which the main economic emphasis had shifted from agriculture to the production

42. DEPICT IN A SERIES OF DRAWINGS, INNER DIRECTEDNESS EMERGING OVER TRADITION DIRECTEDNESS—WHICH CONTINUES

. . . TO . . .

. . . THIS . . .

. . . POINT. . .

43. DEPICT OTHER-DIRECTEDNESS IN THE BACKGROUND OF INNER DIRECTEDNESS

44. OTHER DIRECTED

45. MODERN AUTOMATED FACTORY

46. OBVIOUS YOUNG EXECUTIVES AT LUNCH

47. CONGENIAL OFFICE SCENE

48. CHILDREN AT PLAY

of goods.[X] In the struggle with the tradition directed character type--Reisman's characterological struggle--inner directedness was fated to become the dominant character type.

This struggle between these character types was measured by centuries. We did not move from tradition directed to inner directed overnight. The struggle--because of the time factor--was of such low intensity that it did not seriously impair the functioning of institutions or large segments of the population.[X] The current characterological struggle between inner directedness and the emerging other directed type however is creating far more of a crisis in both our institutional structure and in personal orientation.

[X]The other directed social type is in perfect harmony with the needs of the highly beaureaucratized consumer-oriented post-industrial society. In this society, the battle of production has been won.[X] Sophisticated technologies have replaced back-breaking labor as the chief mode of production. "Working" your way to the top is no longer feasible;[X] in fact, as a new "Social Ethic" replaces the older Protestant ethic the other directed's ambition is significantly moderated.[X] The "top" is no longer the goal--the other directed's goal-in the words of another social observer--is for "the pleasant plateau of middle management."

The socialization of the other directed[X] is shared

by the school, the mass media, and most importantly his peers. He must develop an acute sensitivity to the wishes, needs, and expectations of others.X By so doing he can more readily "fit in" with his group. To accomplish this end one must acquire great skill in the manipulative arts.X This character type develops what Reisman calls a psychological radar. This radar constantly scans the group scene picking up clues as to how others think and feel. These clues, in turn, become the guide to the behavior of the other directed.X Since this personality lacks strong internal reservoir of tradition or principle it has little meaning without the sustenance that it derives from the group. To this personality type, loneliness is the worst of all possible fates.

49. GROUP OF CHILDREN ALL DRESSED ALIKE, ALL SMILING

50. DRAWING OF GROUP WITH RADAR ANTENNAE FOR EARS

51. A CHILD STANDING ALONE WHILE OTHERS PLAY

52. OTHER DIRECTED ON TRIAL. JUDGE AND JURY ALL HAVE ANTENNAE

53. OTHER DIRECTED IN JAIL; BARS ARE TRANSLUCENT; PERSONS ALL WITH ANTENNAE

54. CLOSE-UP OF FACE IN JAIL

55. INNER DIRECTED; "THE DOMINANT TYPE"

X The other directed personality is continually under the scrutiny of what Reisman calls the "jury of his peers." In spite of the fact that the jury is tolerant and fair, it is still, so Riesman says, unmatched in power throughout the middle-class world.X It allows for little deviation, and because the other directed has no personality apart from the group, he seldom thinks of escape. The other directed thus has less opportunity X for freedom than that of the inner or tradition directed. By freedom we mean the right to choose his own goals and to select the means by which those goals are to be reached.

X It is important to note that the other directed is <u>not</u> the dominant social type in America today. Reisman saw this type as the emerging type. Currently, in

56. REISMAN'S "LONELY CROWD"

57. WRESTLING MATCH; OTHER DIRECTED, INNER DIRECTED

58. "ALIENATION"

59. DRUNK, IN AN URBAN SETTING

60. ASSEMBLY LINE WORKER

61. "ANOMIE"

62. CONFUSED FACE WITH RADAR ANTENNAE ON ONE SIDE, GYROSCOPE ON THE OTHER

63. CLOSE-UP OF CONFUSED FACE

64. REISMAN'S "THE LONELY CROWD"

X Reisman's analysis, we are in the midst of a characterological struggle. Because of the new demands of the post-industrial society X this struggle will be waged with an intensity much greater than that of previous such battles. In the end, no doubt, the other directed will be victorious. In the meantime, as in all struggles, casualties are being produced--in the form of alienation and anomie.

X By alienation we refer to those estranged personalities that are not really a part of the social order. They are the social isolates found in every urban area. X They may be alcoholics or abusers of other chemical substances. If employed, it is probably in an office performing some highly routinized function X or on an assembly line performing the same function that might be more adequately performed by a machine. He cannot establish any meaningful associations--with the work that he does or with others.

X As Reisman uses the term anomie, it is a virtual synonym for the "unadjusted." The anomic personality is the marginal being that is an inevitable consequence of the characterological struggle. X The anomic personality is confronted with opposing modes of conformity. His personality structure is the result of his partial absorbtion of both, but he is a part of neither. He may desperately want to conform X --but conform to what? Lacking any central guidance and direction, such a person is likely to become a prime candidate for the Human Services industry.

X The value of the Reisman analysis provides

significant clues to the understanding of problem dependencies in American society and to a heightened understanding of the concept of cultural lag.[X] Certainly we can understand how the other-directed personality, under the impulse of peer pressure, can be brought into the growing American drug sub-culture--and we can certainly appreciate the role of peer pressure in resolving this dependency.[X] Perhaps, to, we can better appreciate the significant toll that loneliness extracts from a person socialized in the other directed mold. Further, the Reisman analysis[X] provides significant clues as to why parents-often successful practitioners of the Protestant Ethic--have so little understanding and appreciation of the life-styles of their other directed children.[X] And perhaps, the Riesman analysis can help to explain the sometimes wide gulf between the desires of the Human Services worker and the significant voices that determine public policy.

65. A "POT" PARTY

66. PICTURE OF URBAN LONELINESS

67. FATHER OBVIOUSLY SCOLDING HIS SON

68. STORE FRONT HUMAN SERVICES FACILITY SUPERIMPOSED OVER A STATE HOUSE

CLOSING CREDITS

MUSIC

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OVERVIEW

This video tape examines the impact of technology on society. It views social character as a direct response to the altered ways of life as a result of change. The Riesman character types--tradition, inner, and other directed--are viewed in terms of meeting specific societal needs at specific epochs. Alienation and anomie are viewed in part as derivatives of the struggle between the dominant character type and the emerging character. The rapidity with which the other directed emerged however, suggests that anomie and alienation may well be on the increase in the United States.

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OBJECTIVES

The student:

1. will be able to explain the relationship between what Reisman calls "the characterological struggle" and deviance (i.e. alienation, anomie);
2. will be able to explain the relationship between problem dependencies and deviance (i.e. alienation, anomie);
3. will be able to explain the relationship between social and cultural change and problem dependencies;
4. will better understand the role that technology plays in bringing about social and cultural change;
5. and will be able to define the following;
   a. alienation.
   b. anomie.
   c. characterological struggle.
   d. tradition directed.
   e. inner directed.
   f. other directed.

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QUESTIONS - for script titled:

TECHNOLOGY, SOCIAL CHANGE, AND PROBLEM DEPENDENCIES

1. _____T F Every society ultimately acquires the type of social character appropriate to its needs.

2. _____ The inner directed character type is appropriate to a society whose major economic emphases is on:

   1. hunting and gathering.
   2. agriculture.
   3. the production of goods.
   4. the consumption of goods.

3. _____ The other directed personality type is appropriate to:

   1. a highly beaureaucratized order.
   2. a post industrial society.
   3. a society in which consumption has replaced production as the major economic emphases.
   4. all of the above.
   5. none of the above.

4. _____T F Anomie is always a product of a characterological struggle.

5. _____ "Strangers in a Strange Land" as used in this presentation refers to:

   1. those afflicted with anomie.
   2. sub-cultural fringe groups.
   3. the "under 30" population.
   4. the "over 30" population.

ANSWERS

1. T
2. 2
3. 4
4. T
5. 4

THINGS TO THINK ABOUT

1. What evidence can you cite to indicate that alienation and anomie are increasing in America? What does this mean for the Human Services industry?
2. What kinds of problem dependencies would you expect to encounter as a result of Alienation? Anomie?
3. How might other-directedness contribute to the development of certain kinds of problem dependencies?

ANNOTATED BIBLIOGRAPHY

The Lonely Crowd, D. Reisman et al, Yale University Press, New Haven, 1961. This major sociological work has become a contemporary classic. It has added the terms "inner," "other" and "tradition" directed to our vocabularies. Describes the changing American character with the major emphasis on the movement of a character type appropriate to an industrial society to the emergence of a character type appropriate to the post-industrial order.

Culture and Commitment, Mead, Margaret, Natural History Press, Garden City, N.Y., 1970. This small book provides new insights into the nature of culture. The author postulates that there are three basic cultural types: (1) a culture in which age and wisdom are synonymous - in this kind of setting the elements of the culture are learned by the children from their elders, (2) a culture experiencing significant change - in which the children learn from the elders and the elders in turn learn from the children, and (3) cultures in which the change has been so rapid as to make the past obsolete - elders must learn from the children.

Future Shock, Tofler, Alvin, Random House, New York, 1970.
Tofler's contention is that the amount of change to be absorbed by this generation is equal to the collective change of all past inhabitants of the earth. As a result, institutions that were the product of past social thought cannot be adequate to the challenge of the future.

CHAPTER III

THE IMPACT OF TECHNOLOGY ON SOCIETY AND THE INDIVIDUAL

INTRODUCTION

The year is 2001 and our space craft travels to the most remote reaches of the universe. We encounter men and women similar to Earthlings as well as other intelligent life forms comingling with each other in a variety of activities. The conflict for supremacy that has always characterized life on earth, we find, extends to other parts of the universe as well. These denizens stand ready to unleash fearsome weapons capable of destroying any planet with a single "blast". Between our two worlds, suspended in space, are encapsulated colonies where people from our world live and work. Beneath our world's oceans, in self contained ecospheres, air breathing beings tend massive aqua-agri farms where endless crops seem to be continually multiplying. We have developed new machines that think faster than any human minds, and solve problems of math and logic that would require an army of our puny intellect a millenium to solve.

This glimpse of the future may not be all science-fiction. Today's technology has started us on the road. Despite the fear, distrust and confusion that many of us suffer at the threshold of the computer age, machines that analyze problems of math and logic at rates of speed never before conceived are now at our fingertips.

Our concerns over an accelerated technology do not stop at the disks and flashing lights of the computer, but extend to all technological advancements that invade our lives. Rapid change is the most significant feature of our modern technological world. The speed of change has precariously balanced our lives between the old and the new. We must juxtapose today and tomorrow in a single span of time. For in our rapidly expanding world of technology, tomorrow may be today. The future is now. The skills we learn today as college students will be obsolete by the time our children enter the first grade. By the time our children enter high school, technology will have

created new skill demands that have not yet even been considered. Although great works of art and literature may continue to be revered, the technical skills learned by a computer programer today will be superflous in a relatively short period of time. We can anticipate with near certainty that the technology for a self-programming computer has already begun. Armed with this understanding,educators are beginning to realize the need to include liberal arts courses into previously all technically oriented programs. This shift from the exclusively technological curriculum to a broader program of liberal arts is indicative of the need to teach men and woman how to think; not just how to put things together. It would appear that the rapid obsolescence of technical knowledge and skills will, at some time in the future, eliminate the need for vocational and specialist training.

This chapter will attempt to examine in some detail the changes that have occured during the span of an average lifetime, changes that might be expected to occur in the future and the impact of those changes on society and the individual.

THE CONCEPT OF CHANGE

It has been estimated that human-like beings date back more than four million years. Findings by the anthropologists suggest that homo sapiens, dwelling in caves roughly 50,000 years ago, were very similar in appearance to contemporary man. Although they were somewhat shorter and more muscular, the cave dweller, dressed in up-to-date clothing, could have walked beside us on Park Avenue without drawing very much attention. When we consider the estimated age of Man to be one million years and consider that for the first 99,000 years his ability to communicate was limited to oral communication we get some idea of the rapidity of the communications revolution. Man as a writer extends back only to the past 5,000 years.

The ability to mass produce the printed word has only been available for the past 400 years and mass production of paperback books, making obtainable to the widest possible audience a wealth of knowledge and enjoyment, has only been available for the past thirty years.

We are a time oriented society marked by hosts of time measuring and recording devices. Without the technology for measuring and recording time, the world as we know it could not exist. Yet only during the last 400 years has it been possible to measure time with any degree of accuracy. Our time oriented society has placed before its inhabitants an array of material goods that would have been the envy of the richest of the ancients. The wonders of the ancient world pale in comparison to the everyday modern marvels that we take for granted. All the modern material goods we enjoy, such as the automobile, television, air conditioning, motion pictures and an ample variety of canned and processed foods have been massively available to us only as long as the life time of a single human being.

As technological change is initiated additional discoveries of technical advancements are accelerated exponentially so that more advanced technology occurs in increasingly condensed periods of time. In our century we have realized more profound technological change than have occurred during the entire history of the human race. Further, it is anticipated that change in the 21st century will far exceed anything that we of the 20th century have experienced.

William Ogburn, the eminent sociologist, observed that the technological aspects of a culture change at a significantly greater pace than do patterns of social structure, beliefs, values and norms. These differing rates of change in different sectors of the social system create severe social stress within any society. Ogburn described the "gaps" created by the differing rates of change within the various aspects of the culture as "culture lag."

Two other terms concerned with technological advancement have become commonplace in our society: "Culture Shock" and "Future Shock." Culture shock refers to the immersion of an individual from one culture into a new and completely different culture.

The transposition of a modern urban individual with a Tasaday tribesmen of the Phillipine Rain Forest would probably result in immediate culture shock for both. The Tasaday, whose name means "People of the Caves," were discovered by a hunter in the early 1970's after being isolated in the rain forest of the Southern Philliphines for over one thousand years. They are, or at least were before their discovery, a nomadic people who had no need for agriculture. Their needs were abundantly met by the bountifulness of the rain forest. They exhibit none of the agressive behaviors associated with modern man, and are a gentle people who openly display affection and share equally all material things. There is no division of labor by sex. Whatever work has to be done, is accomplished cooperatively and leisurely. A modern man attempting to survive in this stone age culture would experience as much difficulty as the Tasaday would have surviving in our modern world. Both would experience physical and psychological difficulties directly attributable to their relocation.

The rapid growth of communication and transport technology is obscuring the cultural differences that exist between nations. Pan American Airlines gives credence to this in a series of recent advertisements. One ad points out that in World War II, enemy infiltrators could be apprehended by the answers they would give to questions on American Sports. Today (and Pan American rightfully claims part of the credit), a German visitor to the United States might inaugurate a conversation by asking: "How did the Yankees do last night." Rapid communication and transportation tends to bring distant cultures together and make the world much smaller. No longer are the oceans a guard against the cultural impact of distant lands. Australia lies more than half a world away from

the United States, but any American traveling through the continent "down under" will find the Kentucky Colonel ready to serve up a heaping plate of his "Kentucky Fried Chicken" and the Mac Donald hamburger can be washed down with a cold glass of "Coke" at almost any corner.

Now let us examine Tofler"s concept of "Future Shock." Future shock is the psychological consequence of too much change to fast. The pace of change occurs so rapidly that we are simply not able, psychologically, to cope with it.

According to Toffler, "facts" have a decreasingly smaller life span. The books we read today may well be antiquated before we finish them. Thus to concentrate on data and detail is less relevant than the need to be more and more concerned with themes and broader issues. The concept of "Future Shock" is inherent in all that follows in this chapter.

ROLES AND FUNCTIONS

The easy availability of consumer goods and our extraordinarily high standard of living have been made possible through a technology that has provided more goods at less cost. Retail outlets display thousands of items daily, well within the reach of most people. Individual wages have been consistently rising for the past hundred years. All this material progress is the result of vast technological change.

The conventional measure of technological change is what economists call a "partial productivity index," or the output per man-hour of labor. In this annual analysis the market value of goods and services produced during any given year is divided by the number of man-hours required to produce them. Using this measure; it is estimated that the output per man-hour of work rose approximately 2.5 percent annually during the period from 1889-1947; and at about 3.2 percent a year from 1947-1970. According to this measure our society has advanced technologically 225.5% for the eighty-one year period, 1889-1970.

Technological advance is always accompanied by higher degrees of specialization. The proliferation of specialists is indicated by the National Register of Scientific and Technical Personnel, an inventory of all scientifically competent individuals. The Register was initiated in the late 1940's and listed 54 specializations in the sciences. Twenty years later over 900 distinct scientific and technical specializations were listed. In most instances, this 1700% increase is directly related to technological advancement.

The field of physics is most often associated with technology. An examination of the extraordinary proliferation in this field reveals that in 1954 the Register listed 10 distinct subfields with 74 specializations; 1968 listed 12 distinct fields with 154 specializations, an increase in specializations of over 100 percent.

The degree of specialization in the scientific world only mirrors a greater division of labor occurring throughout society. We are all familiar with the impact of specialization in the field of medicine. Nearly every component of the human machine comes under the purview of a different specialist. We now train medical technicians to perform minutely defined tasks that were once the exclusive preserve of physicians. Because of these new specialists, major diagnostic centers throughout the country now perform in-depth medical tests without the need of a physician's presence. At the same time, the physician's role has undergone significant change. The physician is no longer required to be a generalist incorporating into his practice gynecological, pediatric, surgical, gerontological, cardiovascular, or psychiatric specialties.

There is, however, a possible counter trend. Family medicine, itself a specialty, is attempting to promote a more holistic approach to the well being of the entire family. In recent years this new field has

proven attractive to increasing numbers of medical students requesting residences. This holistic health approach applies to the psychological as well as the physical well-being of the family. Family medicine has incorporated into its approach the team concept, and utilizes a model similar to that found in the area of mental health

The trend toward a more holistic approach, however, is not evident in other areas of the economy. In the trades and industry, there has been an increase in specialty proliferation. "Raising the roof" a few generations ago referred to the coming together of neighbors to assist one in building his house. This group of generalists would construct what now requires the efforts of multiple specialties, each possessing his own unique skills. No single specialist, however is sufficiently skilled to adequately perform the total task.

Increased specialization creates jobs that may have no direct impact on the goods being produced but are required to coordinate activities of others. A major role of a contractor, for example, is to coordinate the varied specialties that are involved in constructing a house. The contractor, however, does none of the actual building. As technological sophistication advances, the skill level for each specialty likewise increases. Ultimately, the skill level becomes so high that another specialty is created. As the number of specialties increase, there is a concurrent need for more coordinating activities. This splintering of tasks permeates our entire society.

In American society, one's occupational role is frequently as much a source of personal identity as family. Unfortunately, these two crucial elements in ones status and sense of psychological well-being are not necessarily compatible. One's economic role may be so highly specialized that its successful fulfillment may require intense concentration and detachment from

others. Within the family, on the other hand, personal warmth and emotional involvement, are essential if the family is to fulfill its functions. As occupational roles become more narrowly defined and require greater cognitive skills, the ability of the specialist to successfully participate in relationships that emphasize emotional qualities may be compromised. At the same time individuals in society who fail to obtain the level of sophistication necessary to hold highly skilled and narrowly defined occupational roles become less viable members of the economic order and are likely to have questions raised regarding their worthiness by themselves and others. How one interacts with others have always been serious individual and social questions. As our technology continues to advance and creates a greater proliferation of tasks into increasingly narrower occupational roles, the role of the Human Service worker as an agent to help bridge the labyrinth of economic demands may be increasingly significant.

TECHNOLOGY AND THE FAMILY

The impact of technology on the family is a subject that has received a great deal of attention. Throughout the history of America the family has been a dynamic structure. Most of the activities required to support the family, whether nuclear or extended or a combination of the two, were performed by family members sharing a single dwelling in close proximity to the home. This was true in urban as well as agrarian settings.

With the advent of mechanized factories a new family structure was demanded. Factory towns dotted the countryside. Housing rented from the company was not sufficient to accommodate all the nuclear and extended family members into a single household. The cottage industry and limited farm production that supported the family in the past were no longer available, and so the husband, wife and their children moved out of the traditional home into the company house. The nuclear family was certainly more mobile

than an extended family and was ideally suited to meet the needs of the industrial era.

With the impact of the age of technology serious questions have been raised over the viability of the family as a social institution. With the increased emphasis on cognitive skills, the emotional aspects of familial responsibilities may create ambivivance for many individuals who find it difficult to "turn off" the achievement oriented detached behavior required in daily work activity and adopt a caring, feeling, humanistic orientation at home. The drastic increase in childless marriages, single parent families, and divorce among the children of the middle class may indicate that the role of the family in our modern technological society is undergoing change.

The role of the family has been a major social concern throughout recorded history. Early philosophers viewed the family as the basic and most crucial unit of society. The significance of the family was so important that it was believed any society would cease to be a viable entity if individuals in that society failed to meet their familial obligations. For some this view has continued and was recently expressed when President Carter expanded on the importance of the family unit and explored the feasibility of establishing an Office of Family Affairs in the White House.

The family is the agent primarily responsible for the socialization process. Socialization is the process through which we learn to accept and adopt the norms and values of our society. It is a learned process that begins at infancy and never stops. The bond between parents and child is not only a biological one, but a social and psychological one that is carried with the child throughout life. This psychological and social impact have a direct relationship to the child's ability to function successfully in society. It is therefore through the family that society is assured individuals who are motivated to meet its ends. If the socialization process in the family is in contrast to accepted societal values the likelihood is that the child will adopt a

deviant role.

The process of socialization in the technological society is accomplished by a proliferation of specialized tasks and agencies. Child psychiatrists, nusery schools, day care centers, and a host of others now seemingly have as much, or in many instances greater impact on the socialization process than do biological parents. As has happened in other areas of the economy, the parent surrogate industry is likely to experience the same pattern of multiplying specialties. With government now providing licensed surrogate socializing agents outside the boundaries of the natural family a potential exists for the state to demand a level of competence necessary for childrearing not necessarily possessed by the child's natural parents. As the technology advances and requires a greater number of skilled people while reducing the need for the technically less competent, unsuccessful job seekers may even have difficulty in assuming the role of parents.

The family's role in a technological society raises many questions. The American family has changed from a largely extended familial structure to a largely nuclear structure in less than two hundred years. Continued technological advance is likely to accelerate change within the family and its structure. The family can only continue to exist if it is supported by the larger society. If the family ceases to meet the needs of society, support will be withdrawn. Does the present family structure meet the needs of our technological society? Will it be able to meet society's needs as the pace of change accelerates? These are questions that remain unanswered.

EDUCATION

The average span of a person's life is seventy years. For an individual born in 1907, the educational resources available when he prepared to enter college were somewhat different than the educational opportunities available

to students as they prepare to enter some form of higher education in the 1970's. The person born in 1907 would have been chronologically prepared to enter college In 1925. If he were fortunate enough to have the resources necessary to attend the limited educational facilities that were then available, he would have been one of only 873,896 individuals to have been awarded any degree* from 1919 to 1945. Of the 8,608,406 degrees* awarded in the United States from 1869-1970 almost one-half (42%) were awarded in the five year period from 1965-1970.

In 1957 the Soviets launched the first Sputnik. Fear of a technological gap favorable to the Soviets resulted in a strengthened commitment to education. Of particular interest in this new commitment was scientific and technological superiority, particularly at the doctorate level. This led to a rapid increase in the number of doctorates in the United States. With the acceleration of education at the highest level we began to overtake and far exceed the early space advantage of the Soviet Union. Today we are the unsurpassed leaders in the technological world. Not only have we far surpassed the Soviet Union in our race for space, but we also dominate in almost all other fields of human endeavor. The preponderance of recent American Nobel prize winners testifies to the intellectual (particularly scientific) acendancy of the United States.

We are also one of the few nations on earth with a surplus of highly educated and technically trained people. During the 1970's the space industry came under criticism and experienced severe economic difficulties. Many giants of the industry were forced to cut back staff at the highest levels; and highly educated personnel found themselves in a situation common to the unskilled and

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*All degrees including Baccalaureate, Masters, and Doctorates.

uneducated. Certainly the equation of education and success did not hold true as these educated elite lined up behind the unskilled for their weekly unemployment checks. This was a unique situation, seldom had a technological elite found themselves in such a position.

In response to this unusual type of unemployment the government initiated a program designed to retrain unemployed engineers for other industries. The program met with some success. Terminated space engineers were placed in other positions, though often in positions that had little to do with their training. There were however, a number of reservations about the program. Many believed the lay-offs were only temporary, and would cause minimal discomfort to those unemployed. By and large, the effort was successful with this highly technically competent group, and there is no indication of an immediate repete of this phenomenon for similarly educated individuals. Unfortunately, the same cannot be said with such certainty for graduates in other areas.

There is some indication that we are presently experiencing an underutilization of graduates from both the sciences and the liberal arts. This underutilization has been expressed by those who secured government guaranteed loans for graduate studies during the "emphasis on education" area. Many who have refused to repay the loans state that since they have been unable to secure employment in the area of their training, they feel no moral compunction to repay their debts. They feel that they have been cheated, and will not repay their loan until they are able to secure positions in their field.

COMMUNICATION

Our technological age is information oriented. We are bombarded daily with enormous quantities of new information. From the time we wake in the

morning to the sounds of the clock radio informing us of the stop and go traffic on every major artery, to the end of the eleven o'clock news when we and our electronic conveniences both retire, we are continually subjected to a constant flow of information.

The technology of mass communications has been available only during the twentieth century. And television, the most significant mass communications technique impacting on our society has only been readily available to mass audiences for the past twenty years. The first generation of Americans to have experienced its impact since birth are only now beginning to reach adulthood. The role that this instrument has played in shaping their values, beliefs, attitudes and behavior is not totally realized despite abundance of research on the subject.

Television's impact was recently (1977) debated in a courtroom in Dade County, Florida. A young immigrant lad of 15 had been charged with murder. His defense was "not guilty because of television intoxification." Although the jury disregarded this novel defense and found the defendent guilty, the questions raised in this case are more confounding than the defense itself.

Most of the jurors, quite mature individuals, were not exposed to television until after the significant personality molding period of their lives had been completed. The young defendant, on the other hand, had actually learned English through this electronic medium. His mother, in his earliest years, was his sole provider. Unable to afford other forms of day care for her young son, the television set actually became the lad's chief agent of socialization (or so the defense contended).

The human mind has a finite capacity and can only absorb a fixed level of information. Our response to the constant information bombardment is to filter out those messages that have no relevance for us and to retain only that information that has some direct bearing on what we do or how we think. The retained information must then be quickly replaced by new and more relevant data resulting in what Toffler calls a "flow through information pattern."

Television programs are marketed in thirteen week segments to ideally give both the sponsor and audience an opportunity to accept or reject the series. Once a series is rejected after its trial period, it is quickly forgotten. However, even series that run for years are often quickly forgotten once they go off the air. One weekly program that ran for years was "Gunsmoke," but who among us now remembers the stars of this once most famous of shows? The speed with which television programs go on and off the air establish instant role models who impact on our values and norms while they enjoy the short lived status of celebrity. After an instant celebrity is cancelled he or she is replaced with a new instant celebrity who proceeds to impose new norms and values on the same viewing population. For some this rapid change of celebrities, each with a different image and message, may be dysfunctional.

Media not only reports on events and personalities, but its absence or presence may in fact determine the outcome of the event. The Chicago de-

monstrations during the 1968 Democratic National convention clearly demonstrate the impact of national television on events as significant as presidential outcomes. There is evidence to suggest that the young political activists planned their demonstrations to best assure wide television coverage. It was not that the television media was called on to cover an event already in progress; it was that events were planned carefully to insure coverage. The viewer watching the evening's coverage of the convention might experience sympathy or hostility toward the demonstrators. Seldom would no response be elicited, and never would the demonstrators go unnoticed.

The focus of the youthful protesters was the Vietnam War, already too real for the American viewer. This war saw an increased use of instantaneous visual information and through it the days battles were brought into the evening dining room. Even if one dared not look up from his dinner plate to view the full fury of war, the room echoed the agony of death. Visual reports of the days battle activities were always accompanied by the daily casualty statistics, the "body count." Never in human history were a people more intimately (though vicariously) aware of the true horror of war. It has been said that the war was lost in Vietnam not on the battlefields of the vast Asian continent, but on a 21 inch television screen.

While television may have heightened the revulsion of some to the violence in Southeast Asia, it may have had for others the opposite impact. The violence of Vietnam, real though it was, was small compared to violence-as-entertainment offered as nightly fare by the nation's networks. Surely, over a long period of time, such massive saturation can lead to an acceptance of violence as a normal way of life.

We are still not fully aware of the total impact of electronic communications on our society. Political candidates employ media consultants for the expressed purpose of creating desirable public images. Image-making relies

purpose of image building was "to intensify emotion to the degradation of significance." Such an approach to politics bodes ill for the future of American democracy.

Mass communication is not the only information technology to explode with awesome suddenness. The computer, basically an information processing and storing technology, ushered in a capability for research activities that was previously unknown. This capability, coupled with an accelerated effort in education and the phenomenal growth of Federal research support, launched the greatest research effort the world has ever known. Answers to questions that had plagued mankind for centuries were now within reach. The riddles about our physical world and human life could be solved, or so the scientists' thought. What was learned, however, was that the more we learn, the more we need to know, for the more we learn the more we realize what we do not know.

The quest for knowledge produced a frenzy of research projects that were energetically supported. Every question that had ever been raised was now a legitimate research question, and funding could be secured to finance almost any research project. As the knowledge explosion continued it became virtually impossible to read or even keep abreast of developments in one narrow specialty. At the present rate of scientific publication, it is estimated that the number of volumes in American university libraries will be doubled at least once every fifteen years! The three largest university libraries in the United States are Harvard University with 8,859,478 volumes; Yale University with 6,175,168; and the University of Illinois with 4,920,183. If each one doubles every fifteen years, thirty years from now Harvard University will 35,437,912 volumes; Yale University will hold 24,700,672; and the University of Illinois

will contain 19,680,732. The number of volumes of scientific work potentially contained in these three universities thirty years from now are more than the numbers of volumes of scientific work presently contained in the combined libraries of the twenty-one largest universities in the United States!

With this amount of scientific literature being published the problem of its dissemination is enormous. In an attempt to identify problems related to dissemination, scientists began to explore relationships between scientist, scientific inquiry and information sources. The initial investigation produced generalizations suggesting that "pure" scientists rely upon scientific journals for their sources, and that applied scientists had a greater dependency on colleagues as their sources of information. The initial investigation also produced a new scientific field concerned with the utilization of knowledge.

In a study of research and educational activities for handicapped children during the sixties William P. Hurder examined the question of dissemination of scientific information not only to the scientist, but to the practitioner as well. He found that the Center for Research on Utilization of Scientific Knowledge at the University of Michigan received United States Office of Education support to develop a model that would organize scientific knowledge in a way relevant to researchers, practitioners and policy makers. What came out of this project was a rapid growth in the new scientific field of knowledge utilization. In 1955, there were only about 100 studies concerned with this area. By 1964, 500 studies were being produced annually and by the end of this decade it is estimated that 40,000 titles will be in print. Thus, it should be obvious that the science of dissemination will have to be continually subdivided.

SURPLUS POPULATIONS

As mentioned earlier the United States is one of the few countries that has a surplus of highly educated individuals. In the sense that they are not performing activities commensurate with their education and background they

constitute a surplus population.

The concept of surplus population was formulated by Bernard Farber in regard to the mentally retarded. Surplus population refers to the relationship of the individual to the labor market. As skills and requirements of the labor market expand, the population unable to meet the demands of a growing technology find the slots they once filled no longer available. In all societies there are individuals who are unable to function in a productive manner. Dysfunctionality was usually a result of handicapping condition. The impairment might affect the individuals physical, mental or social health, but it was the impairment that produced the dysfunctionality.

In today's society there are a limited number of positions requiring ever increasing skills. The ability to gain access to the resources necessary to obtain required skills may not be enough to insure a position once the skills have been mastered. In order to protect himself from the newly and perhaps better trained candidate, devices such as unionization are designed to protect the incumbent at the expense of his potential rival. These and other restricting factors present the potential for a surplus population of highly educated college graduates who may be educated in areas not considered essential by society or whose skill levels do not meet the arbitrary requirements of technological industries. The number of liberal arts Ph.D's now functioning in relatively mundane positions is apparently on the increase. It comes as no surprise that many of the liberal arts courses are not considered to be essential by businessmen or technocrats. But, when "hard" science graduates from prestigious schools have difficulty security employment, the scarcity of available positions becomes even more pronounced. Physics graduates from prestigeous schools are experiencing difficulty in security appropriate positions.

Traditionally the surplus population in this country consisted of the handicapped; the culturally disadvantaged; retired persons; the elderly; and individuals who through the nature of their problem dependencies were unable to participate in the "American Dream." The old definition of surplus population has estimated that up to 25 percent of the American population may be occupational surplus or in the process of becoming part of the surplus population.*

As the skills required by our technological society change with advancing technology, the number of superfluous individuals who are unable to meet occupational demands will increase; thus, swelling the surplus population to unprecedented numbers.. It may not be far-fetched to suggest that within the foreseeable future one-half of the American population will be part of the surplus population. In an examination of the role of surplus populations in modern society, Farber finds that they contribute to the maintenance of society in at least three ways.

They generate special needs that require services. To meet these needs a number of social institutions concerned with health, welfare and educational difficulties have been established. As additional segments of surplus populations are created the agencies initially brought into existence are expanded, in size and scope/or new agencies are established. If the number of individuals presently employed providing direct and related services to surplus populations were suddenly unemployed the economic impact on the United States would be disastrous.

(2) Surplus population contributes to society by promoting efficiency. In order for any society to function efficiently it must make the most effective use of its members by utilizing the most capable individuals. The

*(Goldstein, Herbert - Moss, James W. and Jordan, Laura J., The Efficacy of *Social Class Training* on the Development of Mentally Retarded Children. Urbana, Institute in Research on Exceptional Children, 1965)

existence of a surplus population provides for a constant rearranging of individuals so that only the most appropriate people will be selected to fill scarce positions. Economic institutions require an excess of individuals for any given job and the political institutions require a large segment of people who have no interest in the political process or issues. In this way disagreement over social policies are less likely to disrupt the entire society.

(3) The surplus population perpetuates social class differentiation. Social class in the United States is predicated primarily on a complex division of labor. In America an individual's prestige accrues directly from his occupational status. According to Farber life changes of people in surplus populations are minimal and once they become members of a surplus population they seldom participate in the major institutions of society. As the failure to participate in major societal institutions continues generational disassociation occurs. As a result membership in surplus populations establish a permanent lower class.

The role of surplus populations in any society can be functional despite the dysfunctionality of individual members. A case in point is the March of Dimes. Initially as dysfunctionality increases among a larger segment of our population, additional resources will be allocated to combat the problem. Bureaucracies will either be expanded or created with the expressed purpose of controling or eliminating the problem. Once a bureaucracy is created or expanded, however, it is virtually impossible to reduce its size or to eliminate it. The rise of bureaucratic agencies at all governmental levels and accural of increasing functions to these agencies attests to the, "once they start you can't stop 'em" theory. Even when a problem area for which a bureaucracy has been expressly created has been resolved the agency continues to survive by changing their focus to another problem area. A number of studies have examined the changing focus of the March of Dimes from polio to birth defects after the

discovery of the polio vaccine. The reader who might be interested in how agencies survive would find these studies most interesting.

THE HUMAN SERVICES WORKER

The role of the Human Service worker today and in the future is directly related to the size of surplus populations. Ideally the Human Services worker acts as a guide to the bridge leading out of the limited world of the surplus population into a world of opportunities.

The Human Services worker must bring to the job skills and knowledge of human and social behavior. It is not enough to motivate an individual toward adopting a functional role; the Human Services worker must also be aware of the social conditions that may advance or impede that motivation. If opportunities are not readily available, the Human Services worker must attempt to create opportunities where potential for advancement exists.

In the future Human Services workers may experience a growing reluctance of the community to make resources of opportunities available for surplus populations. With increasing limited resources and opportunities, the Human Services worker may be required to develop resources and opportunities within the structure of his agency. Sheltered workshops, cottage industries and agency enterprises are all possible areas that may be explored.

Regardless of the type of activity, the role of Human Services worker is that of a generalist who is able to bring together whatever resources are available either in the community or through his own initiative and interface those resources. The Human Services worker must also be able to elicit motivation from less than motivated individuals. It is a most difficult job with minimal economic return for the amount of effort expended. But the personal satisfaction one gets from the successful outcome is difficult to measure in monetary terms.

GLOSSARY

Discovery - A process of cultural change in which knowledge of an already existing fact or relationship is newly preceived.

Invention - A process of cultural change in which old cultural ideas or existing objects are combined in a new way, thus producing something more important than the sums of its part.

Social Change - Change in the patterns of social interaction, in which a a number of society's members assume new statures roles.

Technology - All the methods and devices that help humans manage or control their environment.

Cultural Lag - "Gaps" created by the differing rates of change within the the various aspects of the culture.

Culture Shock - The immersion of an individual from one culture into a new and completely different culture.

Future Shock - Cultural change occurs so rapidly that an individual cannot psychologically cope with it.

Supplus Population- The handicapped, the culturally disadvantaged, retired persons, elderly and individuals who through the nature of their problem dependencies are unable to participate in the labor market.

SELF TEST

1. Man is more than 50,000 years old. (true - false)

2. The period of time between when an idea or product is introduced into a society, and when it is accepted is called _____.

3. In American society, one's occupational role is frequenlty as much a source of personal identity as family. (true - false)

4. The primary agent responsible for the socialization process of an individual is

   A. Television
   B. Schools
   C. Family
   D. Church

5. As skills required by our technological society change with advancing technology, the number of individuals who are able to meet occupational demands will increase. (true - false)

ACTIVITIES

1. Consult the Dictionary of Occupations and list occupations which would be considered Human Services.

2. Compare the classified job advertisements listed in a newspaper ten years ago and today to record all positions listed today that were not listed ten years ago.

3. Consult with a Human Services agency in your community to discover what it is doing to make Farber's "surplus population" individuals productive.

ANSWERS

1. True

2. Cultural Lag

3. True

4. Family

5. False

SUGGESTED READINGS

Allen, Francis R. Socio - Cultural Dynamics: An Introduction to Social Change. New York: Macmillian, 1971.

Hoffer, Eric. The Ordeal of Change. New York: Harper & Row, 1963.

Aang, Kurt and Gladys Engle. Collective Dynamics. New York: Crowell, 1961.

March, Raymond W. Transforming America: Patterns of Social Change. New York: Random House, 1967.

Toffler, Alvin. Future Shock. New York: Bantam Books, 1971.

Van Leeuwen, Arend Theodore. Development Through Revolution. New York: Scribner, 1970.

Farber, Bernard. Mental Retardation: Its Social Context and Social Consequences. Boston: Houghton Mifflin Company, 1968

Bell, Daniel. The Coming of Post Industrial Society. New York: Basic Books, Inc., 1973.

May 29, 1979

Composite letter to:

Robert Adubato
Julius Roth
Walter Veit

The supplemental money from the National Institute on Drug Abuse (NIDA) is being added to the National Human Services/Drug Abuse (HS/DA) account. Please begin your writing tasks as soon as possible. Try to submit your work as you go rather than in a lump at the end. For example, it would be helpful if you were to submit either your Video Script Package or your Audio Script Package by the end of June, 1979 and obviously the remaining one just prior to the end of July, 1979. We're working with a very tight end-of-the-year budget situation and your industriousness and punctuality will be greatly appreciated. Lateness on your part will push us past the budget termination date for this project year and delay payment for months.

We will appreciate receiving typed copy. If this is not possible, please submit clearly written copy. At the present time we are located in Room 2147 on the South Campus of Miami-Dade Community College (M-DCC). We are expecting to move to another location on South Campus sometime this summer. In order to reduce written communication and submission problems, always keep a copy of your submitted work. Never submit original work without keeping a backup copy. We have included work materials in your contract package. If you need additional supplies, request them of the project secretary, Ms. Carol McAlister at (305) 596-1330.

You will receive $350 for the Video Script Package and $300 for the Audio Script Package in the form of a single check for $650 upon submission and approval of all contracted work. Obviously, your work for the HS/DA project is external to your regular work setting and should be conducted on your personal or free time to avoid conflict of interest problems.

Please adhere to the writing outlines, instructions, and examples for the Video Script Package and the Audio Script Package. We have enclosed a copy of Chapter III (The Impact of Technology on Society and the Individual) from the textbook (Introduction to Human Services) so you can see how the example Video and Audio Script Packages relate to the sample textbook chapter. Your writing assignments are:

Robert Adubato	Module XV	Keeping Abreast of Developments in the Human Services Field
Julius Roth	Module X	Human Services and the Community
Walter Veit	Module IV	Institutions in Crisis

An Equal Opportunity Employer

May 29, 1979

Signatures

Contracts-Please sign on the back side of each contract (3) at the X your name and at the XX your Social Security Number. Return the original and a copy of the completed contracts and keep a completed copy of contract for your files.

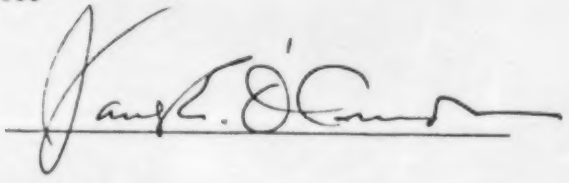
Releases-Sign and date the original and two copies of the releases of ownership. Return the original and one copy and keep one copy for your files.

Invoices-Sign and date (before July 31, 1979) the original and two copies of the invoice and submit the original and one copy with your last submission - as stated earlier, this could be either your Video Script Package or your Audio Script Package - to the project office so we can arrange payment as quickly as possible. Keep one similarly signed and dated copy of invoice for your files.

If you have any questions, please feel free to contact us. Our office hours are 8:00 AM to 4:30 PM, Monday through Friday.

Miami-Dade Community College
Occupational Development Room 2147
National Human Services/Drug Abuse Project
James E. O'Connor/Project Director
Carol McAlister/Project Secretary
11011 S. W. 104 Street
Miami, Florida 33176

Phone (305) 596-1330

Signed 

James E. O'Connor
Project Director

INTRODUCTION TO HUMAN SERVICES
VIDEO SCRIPT WRITER'S OUTLINE
MODULE V

PRELIM PROGRAM TITLE: IN DEFENSE OF THE MEDICAL MODEL

OUTLINE

The script should answer some of the challenges posed to the medical model, particularly the criticisms of Thomas Szasz. The writer should be a psychiatrist--perhaps McAlpine. We might facilitate the development of this script by asking a respondent to address the following:

Q: Much criticism has been made of you and your colleagues in psychiatry by Dr. Thomas Szasz-a fellow practitioner. To what extent do you feel these criticisms are valid?

Q: Dr. Szasz has offered the following criticism of psychiatrists and their technique: (Quote from Page 7-8 "There is a serious discrepancy between what psychoanalysts do and what they <u>say they do</u>.....in it imitating medicine comes before telling the truth.") Could you comment on this?

Q: Would you define the term "mental illness?" Is it a valid concept?

Q: Some supporters of the Szasz point of view in the Human Services suggest that psychiatrists lack a "holistic" understanding of behavioral disorders and see them rather as the result of specific deterministic orgin. In this, in fact, the case?

Q: In modern psychiatry, what position does the patient assume in the curative process?

Q: Could you identify William Glasser for us, and explain his theory of "Reality Therapy?"

INSTRUCTIONS

VIDEO SCRIPT PACKAGE

1. Your video script package is expected to be an original effort. Avoid direct lifts of information from works under copyright. The project does not have the resources for obtaining clearances. If it is necessary to refer to a work under copyright, make your reference a brief paraphrase of the original work. There is no problem with quoting directly from works in the Public Domain. In either case of paraphrasing or Public Domain, be certain to mention (reference) the source of your information.

2. Refer to the "SCRIPT WRITER'S OUTLINE" for compositional direction of your video script. Minor departures are allowable. Should you have a "better idea" representing a major departure from the compositional guidance provided in the "SCRIPT WRITER'S OUTLINE" for the video script, please contact the Project Director, James E. O'Connor (Jim) at (305) 596-1330, Monday through Friday, from 8:00 AM to 4:30 PM Miami time and discuss your new and different writing direction before proceeding.

3. Each video script should avoid pointed disagreements with positions taken by the chapter author. We request that you avoid citing specific quotes from the author's original work. Our reason for this request is simple; the video component may be utilized separate from the textbook. When you do find it necessary to take an alternative position do so in words such as, "some have argued.....".

4. The title for your video script should be brief and interesting, and describe the focus of the video program.

5. Please underscore all words and phrases in your video script that you wish the narrator to give specific emphasis. Bear in mind that the narrator will not be a social scientist or a professional in the Human Services. Therefore, should you use words not generally understood by the lay population, please explain them. If the words are likely to be mispronounced, we would appreciate your including a phonetic breakdown.

6. Video script narratives should be typed double-spaced on the right two-thirds (2/3's) of the page. Suggested visualizations should be described briefly or sketched, numbered, and placed at opposing places on the left one-third (1/3) of the page. Place X's in the video script narrative to indicate the points at which the suggested visualizations are to appear in the video program. The video script narrative must have a high potential for visualization. Verbal abstractions must have concrete visualizations. Remember, the learner will hear **and see** what you are presenting. Your target population is composed of community and junior college freshmen. The language used in the textbook chapter represents an appropriate level of reading comprehension.

7. All suggested visualizations for video scripts should be concrete, simplex, and easy for us to obtain or produce. Avoid suggesting visuals that are abstract, complex and difficult for us to obtain or produce. All still photography for video programs will be done in Miami and not on location around the country. If you need to suggest an identified visual from a specific source, be certain that the visual is not under copyright or requires permission or clearance for usage. Easily obtainable visuals in the Public Domain are acceptable. Provide specific reference information

in your script on the visuals side for the source of such visuals, so we can locate them easily and quickly.

8. Each video script narrative should be of sufficient length that it can be read aloud at a moderate rate in approximately fifteen (15) minutes. This will involve approximately nine (9) typed two-thirds (2/3's) pages (double-spaced) for the video script narrative.

9. You will need to prepare a paragraph summarizing the content of the video script. This information will be used in series outlines, course descriptions, content outlines, audio visual center catalogs, etc. Label this part of the video script package, "VIDEO SCRIPT SUMMARY".

10. For other compositional aspects related to the video script, refer to the example provided.

11. You are required to compose an "OVERVIEW" paragraph for the video script package. This will involve primarily a paragraph elaborating upon the major ideas explored in the content of the video program. The overview may be the last part of the package you prepare. Refer to the example provided for compositional guidance.

12. "OBJECTIVES" for the video script package should be stated in the behavioral style indicated in the example and represent major concepts, sufficiently elaborated upon in your video script, which you expect the learner to be able to master. There should be no less than three (3) nor more than (5) objectives. Most content situations will support this suggestion. Refer to the example provided for compositional guidance.

13. "QUESTIONS" for the video script package can be a mixture (preferably balanced) of multiple choice and true/false items. The number of "QUESTIONS" should equal the number of "OBJECTIVES". In other words, each objective should have a matching and supportive question. The form of the question should be that which best suits the objective. Try to create higher-level questions rather than simple recall questions. Refer to the example provided for compositional guidance. Be certain to supply the answers to your questions.

14. Be certain that the OBJECTIVES and QUESTIONS, and supportive information in the "VIDEO SCRIPT" are all highly interrelated and mutually reinforcing. In other words, maintain a particularly high level of integrity among these instructional elements of your video script package.

15. "THINGS TO THINK ABOUT" should involve thought-provoking questions which further intellectual inquiry of contemporary problems, issues, concerns, or controversies within the context of applied Human Services. It is not necessary to provide written responses to the questions. There should be no less than three questions. Refer to the example for compositional guidance.

16. The "ANNOTATED BIBLIOGRAPHY" should be composed of no less than three (3) nor more than five (5) annotated sources of information related to your video script package. All sources should be easy for the student to obtain. Obscure publications should be avoided. Major, current, brief, and popular books are preferred bibliographic sources. You should plan to include in your annotated bibliography; (1) any major book(s) or article(s) related to your video script, (2) any major book(s)or article(s) related to your questions in "THINGS TO THINK ABOUT", and (3) any major and easily obtainable sources of information utilized in the development of your video script that contain further information of interest. Avoid listing books and articles for the student to read that are

complex, scholarly, and intended for practicing professionals. Refer to the example for compositional guidance. Use standard reference styles.

17. We would also appreciate receiving a critical review of the textbook chapter from whence your video script package springs.

18. Please plan to submit your typed Video Script Package within the time period discussed or indicated on a contract. Failure to have your completed package in the project office by the termination date discussed or specified on a contract will void the agreement during the current project year. Extensions of time cannot be granted. The supplemental award arrived late in the project-year, thereby reducing the time allotted for materials development. We are working with a very tight materials development schedule. Your industriousness and punctuality will be greatly appreciated. If the time period (discussed or contracted) conflicts with professional or personal prearranged plans, please inform the Project Director, James E. O'Connor (Jim) as soon as possible at (305) 596-1330, Monday through Friday, from 8:00 AM to 4:30 PM Miami time.

19. The content of your video script package should be of general or national import. Do not dwell upon unique local problems. It is acceptable to use local examples of national import.

August 30, 1978

M E M O R A N D U M

TO: Dr. George Mehallis

FROM: Jim O'Connor JBO

SUBJECT: RESULTS OF COURSE DESIGN MEETING I

Jim O'Connor, Joseph Olson and Chuck Klingensmith met on North Campus in Room 1324 from 9:00 AM to 11:00 AM on 8-29-78 to discuss the design of two multi-component courses - "Introduction to Human Services" (IHS), and "Chemical Substance Abuse in America" (CSAA).

The following general agreements regarding audio cassette (A/C) components were reached.

I. Primary Instructional Purposes

A. As a vocabulary exercise to encourage appropriate usage.
B. To clarify complex concepts in a chapter/module such as personality redefinition.
C. To present "Alternate Perspectives" such as the controversy over the Medical Model.
D. To develop one or two major thesis from a chapter/module.

The following general agreements regarding video cassette (V/C) components were reached.

I. Primary Instructional Purposes

A. To provide a basic restatement of chapter/module content utilizing different language.
B. To give application of specific principles outlined in a chapter/module.
C. To mention salient principles not mentioned in the chapter/module or elsewhere in the text/module series.

The following general agreements regarding "Criteria for Script Development" were reached:

Component(s)	General Agreement
V/C	1. The material must have potential for high visualization, i.e. abstractions should be accompanied by concrete examples.
V/C	2. The writer must consider that most photography will be done in Miami. Exceptions: the writer supplies clearance-free visuals or sources of said.

Components	General Agreement
V/C	3. The author should provide a detailed description or a sketch for each visual suggested in the script.
V/C or A/C	4. The author should indicate important points by underlining narrative, writing-in pauses, etc. The author should also provide some indication of preferred delivery/phrasing/ spoken interpretation of the narrative.
V/C	5. Photography should exclude local identification.
V/C or A/C	6. The writer should be cognizant of general national import and not unique local problems. It's acceptable to use local examples with national import.
V/C or A/C	7. The writers should be aware of the target population.
V/C or A/C	8. Writers should use lay language. Human Services terms should be described in lay terms.
V/C or A/C	9. Writers will provide a bibliography of readily accessible articles and books from which script information was taken.
V/C or A/C	10. Programs should be 14:30 in length.
V/C or A/C	11. Authors will be provided with flexible, working (tentative) outlines and focuses for writing purposes. This arrangement will reduce duplication or replication of content. Any changes will be negotiated with project staff.
V/C or A/C	12. Programs will vary in production style, i.e. concerns an intake interview containing errors followed by an in-class critique of the interview.
V/C or A/C	13. Original chapter/module authors should write A/V components for different modules to provide different styles and new information.

The following plans regarding field-testing of existing and developed instructional materials were discussed. Initial assessment will deal with the instructional effectiveness of elements of the existing textbook and modules.

I. Useability of activities
II. Appropriateness of glossary
III. Comprehensibility of content-reading level-appropriate vocabulary

IV. Utilization of questions
V. Overall understanding of content.
VI. Utilization of bibliography

The overall outcome of the initial assessment will provide criticisms suggesting needed changes. No changes will be incorporated in materials until interaction with a publisher is enacted. Chuck will provide the results of the assessment in writing in an on-going manner. He may use written student responses on a form followed by verbal consensus from in-class students to obtain a synthesis of major criticisms.

Mr. Olson agreed to prepare writing outlines for authors to use for the 14 V/C programs and the 15 A/C programs for the IHS course-package.

Mr. Klingensmith agreed to prepare a complete, model, study-guide unit applicable to either IHS or CSAA course packages.

Course Design Meeting II will involve Jim O'Connor and Ken Carbonel at North Campus on August 31, 1978. The discussion will involve planning for production support and schedules.

Course Design Meeting III will involve O'Connor, Olson, and Klingensmith at North Campus in Room 1324 on Tuesday, 9-5-78, at 2:00 PM to review progress since the prior meeting and pursue unfinished business from the agenda of 8-24-78.

cc: Ken Carbonel
Chuck Klingensmith
Joseph Olson

JEO/cm

SUGGESTED OUTLINES (ELEMENTS/SUBELEMENTS)
FOR
IHS/CSAA STUDY GUIDES (UNITS)

TITLE PAGE

INTRODUCTION

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April 9, 1979

M E M O R A N D U M

TO: Dr. George Mehallis

FROM: Jim O'Connor

SUBJECT: CDM IX RESULTS

Course Design Meeting IX, (CDM IX) was held in Dr. Mehallis' office from 10:30 AM to 12:30 PM on Wednesday, April 4, 1979 and attended by Dr. Mehallis, Jim O'Connor, Chuck Klingensmith and Joe Olson.

I. QUARTERLY PROGRESS REPORTS (QPR)-The Program Manager (PM), Chuck Klingensmith plans to submit a detailed QPR II at the conclusion of the Winter Term, 1979. Brief monthly reports follow the QPR outline. The Project Director (PD) Jim O'Connor will discuss with National Institute on Drug Abuse (NIDA) officials the possibility of utilizing a reporting outline more appropriate to degree programs of consortium members. The present outline principally accommodates NIDA training programs. If modification is possible, the outline would be designed cooperatively by the charter members of the national Human Services/Drug Abuse (HS/DA) consortium. Miami-Dade Community College (MDCC) would submit a preliminary outline for consideration.

II. TEXTBOOK EVALUATION-The PM plans to include a summative evaluation of the textbook, "An Introduction to Human Services" in QPR II. The Course Design Team (CDT) is not completely sold on the value of student-based formative evaluation (chapters) of the text. The PD considers formative classroom evaluation of all "Introduction to Human Services" (IHS) and "Chemical Substance Abuse in America" (CSA) course components a routine, widely-accepted, and expected procedure in the development of original instructional materials. At the present time, there are only two instructors available on the New World Center Campus (NWCC) to participate in the classroom evaluation of IHS courseware. It would be helpful to have part-time Associate PM's on the South Campus (SC) and North Campus (NC) to share the burden of testing IHS chapters (15)/CSAA module-guides (8) = 23, IHS video programs (15)/CSA video programs (8) = 23, IHS audio programs (15)/CSAA audio programs (8) = 23, and IHS Study Guide Units (15) = 15. Having an Associate PM on NC would be particularly convenient because the Production Center is located on NC. The IHS and CSA courses would have to be offered to provide testing sites. The IHS course is offered on NWCC and SC but not on NC. The CSA course is offered as either Social Problems or Special Topics in Human Services on NWCC and SC but not on NC. It would therefore, be very helpful to the federally funded project to have the IHS and CSA courses offered on NC during the evaluation period.

It must be remembered that the grant from NIDA is an institutional grant and not a single-campus grant. The cost of part-time Associate PM's on SC and NC should be built into the HS/DA project/program budget for next year, 1979-80. Hopefully, the various campuses would also perceive the arrangement as necessary and beneficial.

III. STUDENT DEMOGRAPHIC DATA-The PM will include demographic data concerning NWCC Winter Term, 1979 students in QPR II. Similar data regarding NWCC students during the Fall, 1978 Term is in the hands of the PM. Since the information was acquired prior to the formalization of the student data form, he did not declare the time or nature in which Fall Term, 1978 information from NWCC would be reported to NIDA. NIDA perceives the grant as college wide. It is advisable that the national staff be expanded to include reporters (Associate PM's) from SC and NC in order to provide specific college-wide HS/DA demographics for the two remaining years of funded operation. This amalgamation of reporters will establish a college-wide and on-going monitorial system for delivering a socially significant and expanding program requiring continuous review and commensurately flexible management.

IV. CSAA COURSE DESIGN-The course design package is lacking:a sample audio script; the information/example packages for audio, video, and module/guide writers;and the identification of writers. All of these tasks will be completed by the end of August, 1979.

V. HSCC MEETING II-It was agreed that Human Services Coordinating Committee (HSCC) Meeting II should be convened for the purpose of discussing short-term (funding-period) and long-range planning for a college-wide Human Services program. Some suggested agenda items are: additional category-funding; consolidated reporting of program data; a coordinated field-testing program; non-competitive recruitment of students; monitoring of employment opportunities; utilization of instructional materials developed at M-DCC; preparation of program-related-papers; attendance at program-related conventions, seminars, workshops, meetings; program promotion and publicity; etc.

VI. IHS STUDY GUIDE/TEXTBOOK SECTION-The PM completed textbook sections for the Introduction to Human Services Study Guide. The materials submitted by the PM represent a departure from those agreed-upon by the CDT. The CDT will decide upon: accepting the PM modified contribution; requiring fulfillment of the original agreed-upon design; or creating a new compromised design. This decision will be made before the end of April, 1979.

VII. STUDENT RECRUITMENT-The PM will mention in QPR II, local shifts in the original target population and the obvious utility under such circumstances of a generic Human Services/multiple specialty-area program.

VIII. IHS TESTING ON SC-The need and rationale for having SC participate as a testing-site for IHS courseware was mentioned in meeting-agenda-item, II.

IX. ADJUNCT INSTRUCTORS-The PM will mention in QPR II some of the problems that have arisen and some of the solutions that have been proposed. It will probably be better to utilize facility personnel as guest lecturers in individual and informal and/or collective and formal situations throughout the year rather than as classroom instructors. The PM plans to obtain from Marshall Farkas, a list of potential lecturers to match with HS/DA program courses. The PM is also working on other ways to utilize guest lecturers from local facilities.

X. DOCUMENTATION OF HS/DA IMPLEMENTATION-The PM will be providing detailed descriptions in monthly reports, QPR's, and annual reports of all HS/DA implementation and evaluation information needed by consortium member PM's preparing oral and written presentations for the PM's Lock-In-Session.

XI. ADVISORY COMMITTEE MEMBERSHIP-The HS Advisory Committee is being expanded. There are plans to add a handicapped person to the committee. The PM will provide more details in QPR II.

XII. NATIONAL PRESENTATIONS-The PM is preparing a paper for NDAC-79. The PD is organizing materials for the AACJC-79 presentation.

XIII. SUPPLEMENTAL AWARD-An NGA from NIDA in the amount of arrived on 4/9/79. The national project office will be releasing contracts to IHS writers soon. We will need to take advantage of the substitute materials developer/editor suggested by Joe Olson.

XIV. NDAC-79 PAPER-The PM is preparing a new paper to present at NDAC-79. Chuck agreed to prepare a writing outline for review prior to composing the paper.

XV. MR OLSON'S LEAVE-Mr. Olson has unofficially arranged for Mr. Larry Winebrenner to serve in his stead while Mr. Olson takes his 12 weeks leave beginning immediately upon conclusion of the Winter, 1979 Term.

XVI. COURSE EVALUATION-The PM will provide NWCC course evaluation information in QPR II.

XVII. IHS COURSE ON NC-The need and rationale for operating IHS and CSAA courses on NC were discussed in item II.

XVIII. CSAA UTILIZATION-It is suggested that the CSAA package be made available through either of two existing courses, "Social Problems" or "Special Topics in Human Services".

XIX. HS/DA PROGRAM BUDGET-The PM submitted a budget for 1979-1980 program costs.

XX. CDM X AGENDA-All items on this memorandum are topics for further discussion at CDM X. The HS/DA project/program secretary, Ms. Carol McAlister will contact the parties involved and arrange a convenient date, location and time.

cc: Dr. J. Terence Kelly
Dean Horace Traylor
Ms. Suzanne Richter
Mr. Charles Klingensmith
Mr. Joseph L. Olson

January 9, 1979

M E M O R A N D U M

TO: Mr. Rolando Alvarez
Mr. Fred Baldwin
Dr. Susan Blank
Mr. Hugh Westbrook
Mr. Gerald Sicard

VIA: Dr. George Mehallis GM

FROM: Mr. James O'Connor JEO

SUBJECT: WRITERS FOR HUMAN SERVICES/DRUG ABUSE PROJECT

The Office of Occupational Development expects to receive soon an award from the National Institute on Drug Abuse (NIDA) for the development of an introductory course in Human Services. The project will require writing assistance from several faculty members. Essentially, the writing duties will involve the development of audio visual supplements for an existing textbook. Human Services/Drug Abuse (HS/DA) project staff members have preliminarily discussed various writing tasks with certain faculty members to determine their interest in participating as writers for the project.

The writers will be paid for their services from federal project funds. Although each written product has been priced, each writer will be required to keep an hourly log of work time. All work for the project will be conducted outside regular work hours. All work materials and services needed by the writers will be provided by the project office located in Room 2147 on South Campus. The project office will originate the necessary RPA's. The writing tasks will be evenly distributed among the faculty members to guarantee that no one is burdened with external duties which intrude upon regular work assignments.

The college and NIDA are enthusiastic about the project. They expect that the materials development effort alone will make a very usable contribution to the curriculum. The instructional materials will be available on all campuses primarily for instructors of introductory Human Services courses. Since the course is modular, many components can be used in various ways by instructors of related courses especially those in the Social Sciences.

With all the preceding information and thoughts in mind, we are formally requesting your approval for the following interested faculty members to participate as writers for the project:

Mr. Alan Berkey
Ms. Betty Conover
Ms. Denise Gollwitzer
Mr. Luis Lopez
Mr. Robert Turk
Mr. Lawrence Winebrenner

January 9, 1979

We have not sent this request to your campus administrations because we assumed that you would personally obtain any other approval deemed necessary. If you need further information about the request, please contact Jim O'Connor at 596-1330. Also, please refer your approvals, either in writing or orally, to Mr. O'Connor at your earliest convenience.

cc: Dr. J. Terence Kelly
Dean Horace J. Traylor
Mr. Joseph Olson
Mr. Charles Klingensmith

January 11, 1979

M E M O R A N D U M

TO: James O'Connor
District Office

FROM: G. L. Sicard, Chairman
Behavioral Studies, North Campus

SUBJECT: PROF. BETTY CONOVER'S PARTICIPATION
HUMAN SERVICES WRITING PROJECT

Prof. Conover has my permission to participate in the above project if she so desires.

Thank you for your cooperation.

GS:kw

cc: Betty Conover

EXAMPLE PACKAGE

INTRODUCTION TO HUMAN SERVICES

CHAPTER III

AUDIO SCRIPT PACKAGE

CONTENTS

1. AUDIO SCRIPT
2. OVERVIEW
3. OBJECTIVES
4. QUESTIONS
5. THINGS TO THINK ABOUT
6. ANNOTATED BIBLIOGRAPHY

REMEMBER TO ALSO SUBMIT THE FOLLOWING

1. AUDIO SCRIPT SUMMARY
2. CHAPTER CRITIQUE

INTRODUCTION TO HUMAN SERVICES
AUDIO SCRIPT FOR MODULE III (CHAPTER III)

CULTURAL LAG

An unknown American wag once said: "All that we can be sure of is death and taxes." With the same assurance he might have well added the word: "Change." If we believe writers such as Alvin Tofler, change may well be the only social constant that we can accept with any degree of certainty. This tape concerns itself with an important aspect of change: cultural lag. Basically, cultural lag is the result of the unevenness of social change. Generally, it is the technology of a culture that changes with the greatest rapidity. Our view of the world in which we live, our social thought, and our institutional structures lag--sometimes considerably--our technological advances. We will examine this concept, and trust that you will see it--not as one of those sociological frivolities that often prove worthless to the pragmanic Human Services worker--but as vital intellectual armament in the successful resolution of problem dependencies.

Cultural lag is inevitable. It is present--though by no means always apparent--in every cultural configuration. It is inherent in the very nature of culture itself.

Ruth Benedict's classic work "Patterns of Culture" reminds us that cultures are subject to the same kind of scientific inquiry that scientists of the mind employ in their examination of individual behavior. Culture, she contends, is "personality writ large." To acquire understanding of individual behavior we must strive to discern threads of unity that offer us clues to motivation. To truly understand a culture we must examine its various manifestations, seeking clues that unravel the mystery of its motor force, or what some anthropologists call the ethos. Nowhere is this

examination more crucial than in the institutional structures that society has developed to meet group needs.

In the past several decades many observers--some of them social scientists--have used the term "institutional crisis" in their descriptions of contemporary society. This designator generally implies a belief that our institutions are disintegrating to the point where they are no longer functioning to effectively serve contemporary societal needs. Those who use this discriptor further argue that dysfunctional institutions--especially such basic institutions as the family and the school-produce dysfunctional, poorly habilitated social members.

Less alarmist social scientists frequently agree that there is a disparity between our institutional arrangements and social needs, but they argue that this situation is nothing new. It is a situation that is a consequence of change itself, and the rapidity of change for the past several decades has simply been beyond absorbtion for both individuals and institutions.

Institutions are developed by men for specific purposes, and they arise in specific social contexts. To be functional, they must address themselves to the realities of the total life situation. With the passage of time--and changes in the life situation of society--they inevitably become less responsive to real social needs. Often, as students of bureaucracies have pointed out, they frequently become more concerned with self perpetuation than with the needs of people. With change there are new needs created which were not envisioned when the institution was created. The more rapid the change, the more likely the structure is to become archaic and the more likely that significant human needs are not going to be met.

Karl Marx noted this phenomenon in "Das Kapital." He believed that

ultimately the gap between society's institutions and the changes in the life situation of man brought about by an ever-expanding technological sophistication, ultimately would become so great that only a revolution could bring the two back into balance.

Such a remedy, most democratic adherents would contend, may be more dangerous than the disease. Even Lennin warned us that those who make revolutions are seldom in a position to predict where they will end. And, Revolutions, after all, are extraordinarily wasteful of social capital.

The term cultural lag itself was coined by an American sociologist, William F. Ogburn, in his classic study Social Change published in 1922. Ogburn viewed society's capacity to change far more optimistically than Marx. While he certainly did recognize that our institutional structures would inevitably get out of kilter with the altered life-situation created by an ever expanding rate of discovery and invention, he felt that man's creative genius could--while not necessarily keeping pace--ultimately narrow the distance between the two. He did not feel that the gap between the two would--or could--ever be completely closed. Such could happen, obviously, if there were a total cessation of discovery and invention.

Man Ogburn reasoned, was far more conservative in the realm of the social than he was in matters of technology. This was particularly true in the basic institutions of religion and the family, the two structures that he discusses at greatest length. When new technologies appear, they are rapidly incorporated into the social life of man. Little or no consideration is given to their total impact on other areas of life. These innovations however, frequently cause individual and social disruptions. In times of rapid technological advance the problems that are created await solution by institutional structures that were in fact designed

for a previous life condition. This lag in our social structure is the result of the social attitudes, values, and beliefs nourished by the slow-to-change family and church. This gap, the gap between technology and social thinking, was described by Ogburn as "Cultural Lag."

Evidence of cultural lag abounds in American life. You will find it in the criminal justice system, in the way that we approach the problem of chemical substance abuse, and the way that we care for the mentally ill--a term incidentally, that some professionals in the field regard as itself archaic.

Nowhere, perhaps, is cultural lag more pronounced then in our antiquated "welfare" system. Until well into the twentieth century, before we became a nation of urbanities, welfare was considered largely a problem to be alleviated by friends, family, and the church. Such charity would be for a short time; only until the recipient could "get back on his feet." If for some reason an individual's earning power was permanently impaired, he could apply to the county poor farm and abandon his children to an orphanage. With the advent of the Great Depression, and the shattering of the myth of permanent affluence, the Federal and State governments were called upon to assume a larger share of the welfare burden. What grew from the exigencies of the Great Depression were a myraid of programs under a diversity of agencies and with a multitude of separate missions designed to meet the needs of massive--but temporary hardship cases.

Among the current criticisms of the current welfare programs is that not only are they expensive, but they are addressed to the needs of an

entirely different population. As early as the 1960's, Willard Wirtz, President Kennedy's Secretary of Labor, declared that he would have to accept the fact that with the arrival of automation and cybernation we would have to accept as "normal" a permanent unemployment rate of about 6%. This 6% he designated "the human slag-pile." These were the people who simply had no skills for sale in the rapidly upgraded, technologically sophisticated new labor force.

Coping with permanent unemployment, however, is alien to the American tradition. Traditionally, all who were willing to sweat could--under normal circumstances--find something to do. And we believed--and many still do--that the final measure of the worthiness of a man is to be found in the work that he does. Technology has rendered--or is rapidly rendering this principle untenable. Nevertheless, our attitude about work is probably the greatest bulwark against implementing a substitute for our welfare system. I am referring, of course, to a guaranteed annual income--the idea of paying people simply because they are people.

The rapidity of the technological explosion would seem to point to more concerted efforts in the field of national planning. Alvin Tofler has even advocated the creation of a government agency that would attempt to assess the social impact of new technologies before they are introduced into society. Until such steps are taken he goes so far as to advocate a moratorium on further advances.

While some western European democracies have engaged in massive planning, little has been done in this regard in the United States. While Europeans have been busily building model cities containing balanced social strata and places of employment, we have--for the most part--

permitted our urban areas to simply sprawl.' Planning--long-range planning--is simply not the American way. We distrust it. We feat it. To many of us, it is simply to suggestive of a socialist life style.

From the perspective of the Human Services practitioner however, the significance of the concept of cultural lag cannot be over-emphasized. An acceptance of the concept should make him a more skeptical practitioner and valuable member of his agency. It will lead him to question his own approaches to problem dependencies. He may discover that practices pursued by his agency which are regarded as progressive have, with the passage of time, become quite reactionary. He will surely recognize that his values--and those of his clients may well indeed be on different planes, for individuals as societies have differing degrees of adjustability.

The concept will also help the dedicated practitioner in his continual evaluation of the mission and tactics of his agency in the light of ongoing change. Part of this assessment will certainly involve questions such as these: Is the mission consonnant with the needs of the community? Are our outreach efforts appropriately tailored to the value structure of the clientele we hope to reach? Are the needs of our clients adequately defined by our agency? What forces are operative in the community that have the potential for generating future dependencies? Are these dependencies appropriate for our agency--or any agency? Is our agency becoming what Ogburn described as "ossified?" That is, is our agency more concerned with self-perpetuation through the practice of ritualized procedures than it is with meeting the needs of our clients?

Honest answers to questions such as these may reveal some interesting truths. In some instances, they may suggest that both the mission and the means of pursuing it are in drastic need of overhaul. In drastic cases it may even reveal that the agency has no longer any valid reason for existence, and should be abolished.

The concept of cultural lag vastly transcends the walls of the agency. It is probably more abundantly found within the broader community among those with a less heightened social sensitivity than one would expect to find in an agency. For this reason, the practitioner will have to become a community educator. Such a task is inherent in his role as catalyst for change. In order to adequately fulfill this role, the Human Services worker not only must be aware of the changes that are occurring in his community, but he must be able to relate these changes to specific problem areas in his community. Further, he must literally sell the community on the task of meeting these needs. If he approaches this sales job without a realization of the inevitable lag in social thinking, he is sure to alienate the very people whose support he is trying to recruit. For such efforts to be successful they must be couched in terms of community need and community benefits. In these inflationary times, the economic costs of dependency resolution might be compared to the economic and social costs of doing nothing. In some instances, the catalyst may call upon those bruised and battered--yet revered values--upon which both he and the community can agree: altruism, humanitarianism, and community pride.

INTRODUCTION TO HUMAN SERVICES
CHAPTER III
AUDIO SCRIPT PACKAGE

OVERVIEW

This tape explores the inevitability of cultural change through the introduction of technological advances. The position of Karl Marx and William Ogburn on cultural lag are cited. The relationship between the Human Services and cultural lag is explored. The cruciality of the concept of cultural lag to the performance of the Human Services role of catalyst is developed.

INTRODUCTION TO HUMAN SERVICES
CHAPTER III
AUDIO SCRIPT PACKAGE

OBJECTIVES

The student:

1. will be able to explain the relationship between technology and socio-cultural change;
2. will be able to explain the significance of the term "cultural lag" for the Human Services worker;
3. will be able to assess Human Services activities in the light of cultural lag;
4. will be able to express the relationship between an understanding of cultural lag and one's effectiveness as a catalyst for change;
5. will be able to explain the Marxian perspective on the necessity of revolution as a means of re-establishing functionality within the social system;
6. will be able to explain the relationship between institutional and personal dysfunctionality;
7. will be able to define cultural lag.

INTRODUCTION TO HUMAN SERVICES
CHAPTER III
AUDIO SCRIPT PACKAGE

QUESTIONS

1. _____ The concept of cultural lag:

   a. while of great concern to the social scientist is of little interest to the Human Services worker.
   b. should be considered by the Human Services worker in the implementation of his role as catalyst for change.
   c. has been of interest only in recent times by serious students of society.
   d. helps to explain why our institutions are doing such credible jobs in resolving problem dependencies.

2. _____T F Marx believed that the imbalance between the life situation of society and technology could only be closed by revolution.

3. _____ That element of society most resistant to change is:

   a. technology.
   b. institutional structure.
   c. the system of social stratification.
   d. child-rearing practices.

4. _____T F A change in one element of a culture ultimately leads to changes in other areas.

5. _____ A consideration of Human Services delivery systems in conjunction with the concept of cultural lag would probably indicate that:

   a. delivery systems are lagging problem dependencies.
   b. some Human Services activities are no longer addressing pressing individual and societal needs.
   c. there is a gap between Human Services delivery needs and societal acceptance of those needs.
   d. all of the above.
   c. none of the above.

ANSWERS

1. B
2. T
3. B
4. T
5. D

THINGS TO THINK ABOUT

1. The American "welfare" system has frequently been described as "a crazy patch-quilt system put together to meet the needs of the Great Depression." If this contention is correct, can such a system meet the needs of contemporary America? If you were charged with the responsibility of creating a more adequate system, what would that system be? How would it differ from the current system?

2. Are there problem dependency areas in your community that are not addressed by any program or area? If so, what arguments would you advance for their creation? What approach would you use in "selling" this need to the community?

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